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ABSTRACT

This instructor's guide for a foster parent curriculum consists of specific curriculum material for the study of the social and psychological development of toddlers, ages 1 and 2. The guide is divided into 5 parts: (1) a developmental guide of normal toddler behaviors and appropriate adult responses; (2) an outline of desired foster parent competencies, instructor materials and suggested teaching strategies; (3) the text, which introduces the topics of normal toddler behavior, appropriate adult responses, guidance techniques appropriate for toddlers, undesirable behavior, and problems related to separation from natural parents; (4) three question sets to stimulate discussion and instructor's answer guide; and (5) a list of available resource materials. It is suggested that these curriculum materials be used in an informal way which de-emphasizes reading and writing tasks. (Author/RH)

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Social and Psychological Development of Children

1 to 2

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by Betty Thompson, M. S.

Foster Parent Curriculum

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SOCIAL

AND

PSYCHOLOGICAL DEVELOPMENT

OF

CHILDREN

1 to 2

FOSTER PARENT

CURRICULUM

by Betty Thompson, M.S.

PS 010126

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1 TO 2

June 1976

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INTRODUCTION

This book is the specific curriculum material for the study of the social and psychological development of toddlers by foster parents. It follows the base book *Foundations for Foster Parent Education*, which also was produced in the Departme.t of Family and Child Development at Kansas State University, in part under a three-year grant from the Office of Child Development. The base book was produced by a number of individuals who worked on part-time appointments under the direction of C.E. Kennedy, Ed.D.; and other specific curriculum books are being created concurrently with this one. You may wish to refer to the base book or the other specific books for further information.

This toddler book is divided into five parts.

The first part is a guide to the development of toddlers. It should be duplicated and handed out to each foster parent. It provides an overview of the material and will aid the foster parent in following the instruction and discussion. It lists normal toddler behaviors in conjunction with the appropriate adult responses to those behaviors. In a separate column it points out the different types of guidance techniques and of undesirable behaviors.

Section II is an outline to help instructors teach this unit. In the first column are listed competencies. These competencies are the goals of instruction and should be taught in the order given because later competencies often are dependent upon preceeding ones. The second column lists that material which should be read thoroughly by the instructor, since it provides the information needed for developing the foster parents' competencies; further reading is suggested in the bibliography section. The third column suggests teaching strategies that could be used. The amount the suggestions are used may vary, depending upon the amount of time the instructor has for teaching the unit. Extended group discussion and use of films are recommended, but these could be limited or eliminated for time considerations. Alternative strategies, such as the use of resource people in the community, also could be considered.

The third section is where the instructor can find detailed the information outlined for study in the guide and the information most often referred to in the strategies section. It is the basic text.

Section IV has three blank question sets, suitable for reproduction or, as I strongly recommend in the suggestions which begin that section, for use in an opaque projector. You will find the sets correspond to areas of study on 1) normal toddler behavior and appropriate adult responses, 2) guidance techniques for toddlers, and 3) problem behaviors of toddlers. Following each of these sets of questions is an instructor's guide to aid in answering the questions appropriately.

The last section indicates different types of resource materials available on this subject. Feel free to duplicate this section as well as any other part of the book you feel might be useful in your class.

However, I do not recommend that you emphasize reading or writing or the other seemingly classic classroom procedures that might put pressure on the foster parents, many of whom may have been out of the school setting for many years. Guiding the foster parent to work through to solutions on their own would be a far less threatening procedure.

I hope you also find these materials as presented in this book easy to read and understand.

Betty Thompson

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TODDLER GUIDE

Normal Toddler Behaviors	Appropriate Adult Behaviors
Growing self-sufficiency, often frustrated by his inability to do what he wants on his own	Be patient with his efforts; he will take a long time to do simple tasks.
Conflict between dependence and and independence	Accept his efforts to be independent, but make careful judgments about what he can do safely on his own.
Exploration and constant activity	Encourage exploration of spaces and objects within safe limits, for he is not yet capable of protecting himself. Proximity: He will explore more when the caretaker is near; he relies on your protection.
Language: Two word phrases and short sentences; age of rapid language learning	Take time to talk to the child; explain what you're doing; name new objects; respond to his sounds and efforts to speak.
Strongly self-centered: no idea of sharing or needs of others	Understand and accept that being self-centered is normal at this age; provide toys so that sharing is not necessary.
Plays beside other children but not with them	
Separation anxiety, continued from infancy; fear of being left by caretaker	Always tell child when you are leaving and when you will come back.
Strong feelings of anger and frustration	Understand toddler's frustration and deal calmly with it. Provide toys and tasks appropriate to his capabilities; be patient.
Imitation: liking to do what you do	Provide some toys, such as pots and pans, so toddler can imitate your actions while you are busy with routines.
Play	Toddlers learn to play by watching others; spend some time in showing simple play--block stacking, taking turns, and so on--and provide other toddlers as models for imitation.

Guidance Techniques

1. Removal
2. "No"
3. Distraction
4. Ignoring
5. Offering alternatives
6. Positive response (encouragement)
7. Calmness and consistency

Undesirable Behaviors

1. Temper tantrums
2. Withdrawal: lack of exploration activity
3. Excessive aggression
4. Excessive anxiety about separation from caretaker
5. Lack of speech

OUTLINE FOR INSTRUCTION OF UNIT

Competencies	Instructor Materials	Suggested Strategies
I. Foster parents should be able to recognize normal, expected toddler social behavior.	I. Background materials are the "Toddler Guide," column one, and the sections on normal toddler behavior and appropriate adult responses in the "Instructor's Information," Section III.	I. Either use an opaque projector or duplicate the "Toddler Guide" to hand out to each foster parent. A. Discuss the normal behaviors. B. Use other resources: filmstrips--"How an Average Child Behaves: Age 2" or "Child Care and Development"--or the film "Abby's First Two Years: A Backward Look."
II. Foster parents should be able to describe positive adult responses to normal toddler social behavior.	II. Read "Instructor's Information" on normal toddler behaviors and appropriate adult responses--these follow the "Toddler Guide" outline in columns one and two; read the "Suggestions to the Instructor" in Section IV, as well as the "Instructor's Discussion Guide to Normal Toddler Behaviors and Appropriate Adult Responses," Section IV-C.	II. Either use an opaque projector or duplicate copies of the "Toddler Guide" for each foster parent. A. Discuss the relationship of normal behaviors to adult behaviors as in the "Instructor's Information" section. B. Present situations for discussing their understanding thus far--use discussion questions on normal toddler behavior and appropriate adult responses (Section IV-B), discussing them thoroughly, not simply giving the questions to the foster parents to do on their own. C. Use film "Terrible Two's and Trusting Three's" or filmstrips "The First 18 Months: From Infant to Toddler" or "Child Care and Development."

Competencies	Instructor Materials	Suggested Strategies
III. Foster parents should know appropriate guidance techniques for helping toddlers toward appropriate social behaviors.	III. Read about guidance techniques for toddlers in Section III, "Instructor's Information"; read "Suggestions to the Instructor" in Section IV; and read "Instructor's Discussion Guide for Questions on Guidance Techniques for Toddlers," Section IV-E.	III. Either use an opaque projector or duplicate copies of the "Toddler Guide" for each foster parent. A. Describe the guidance techniques; ask for foster parents to suggest situations in which the techniques might be used--encourage discussion. B. Present discussion questions on guidance techniques. C. Use films such as "Child Training," "Terrible Two's and Trusting Three's," "When Should Grownups Stop Fights?" or filmstrips such as "How to Listen to Your Child..." or "Everyday Problems of Young Children."
IV. Foster parents should be able to trace problem social behaviors to their likely causes and be able to suggest adult behaviors to correct the problem.	IV. Read about undesirable behaviors of toddlers in the "Instructor's Information"; read the "Suggestions to the Instructor"; and read Section IV-G, "Instructor's Discussion Guide for Questions on Problem Behaviors."	IV. Either use the opaque projector or duplicate the "Toddler Guide" for each foster parent. A. Discuss problem behaviors of toddlers, stressing the need for the caretaker to understand *why* the child has developed such behavior; knowing *why* leads to appropriate guidance. B. Involve parents in finding solutions by presenting the discussion questions on problem behavior. C. Show a film, such as "Terrible Two's and Trusting Three's" or "Social Development...", or a filmstrip, such as "Child Training," "How an Average Child Behaves," or "Everyday Problems of Young Children."

Competencies	Instructor Materials	Suggested Strategies
V. Foster parents should be acquainted with the behaviors and feelings of children which result from separation from natural parents and with positive responses to these behaviors and feelings.	V. Read about the problems that are related to a child's separation from his natural parents in the "Instructor's Information."	V. Discuss the possible emotions and behaviors covered in the "Instructor's Information." A. Stress importance of not rejecting the child when his behaviors are objectionable and stress understanding the underlying emotions and relieving those fears and anxieties. B. If possible, offer a handout that summarizes potential problems and solutions. (You could duplicate the material on separation from Section III, "Instructor's Information.")
VI. Foster parents should be acquainted with community resource materials: books that are available, the library, agencies, counseling facilities, and so on.	VI. Use bibliographies from Section V.	VI. Direct parents to an awareness of resource possibilities. A. Duplicate copies of the bibliographies in Section V to hand out to foster parents. B. Collect books mentioned in the bibliographies from the local library for foster parents to browse through after meeting or during coffee break. C. Enlist the help of the local librarian, and take the foster parents to the library so the librarian can show them how to find resources. D. Compile a list of local agencies where specific kinds of help are available.

Introduction - Normal Toddler Behavior

During the toddler phase as the child begins to move out more in the environment, he may begin to see adults as restrictive and frustrating. He is in a critical period of his social development. In his relation to adults he can become compliant and submissive, or he can assert his own will and come into conflict. The form the child's behavior will take will depend upon the child's temperament--whether he is "easy-going" or resistant--and upon his interaction with adults.

A very active child is more likely to come into conflict than a quiet child. If his need for activity and stimulation is met with good humor and without too much restriction, he may be on the way to becoming outgoing and creative. If persons in the environment are highly restrictive and punishing, the child may take one of two paths: he may become stubborn and hostile, or he may become timid and shy--afraid to move out toward others.

It is important for the caretaker to be aware that children are different. While one child may be constantly active, sleeping little, always into things, running instead of walking, and taking chances which endanger himself physically, another child may be naturally quiet in exploring, tending to amuse himself without demanding much supervision from a caretaker. Neither of these extremes should be considered abnormal. However, they do require different adult responses.

The active child may require closer adult supervision to prevent his hurting himself by climbing too high, impulsively running into the street, or trying to imitate adult actions which are beyond his capabilities, such as helping mommy slice the potatoes when she leaves to answer the phone. The caretaker needs to help the child think before he acts

Section III

INSTRUCTOR'S INFORMATION

The Toddler's Social/Psychological Development

by saying things which help him plan ahead or become aware of possible dangers: "Yes, let's cross the street, but let's look for cars first because they might hurt you" or "Cutting potatoes is my job because the knife is very sharp and might cut your finger!" It is necessary, however, to take extra precautions with all children this age, for while they verbally may accept your warning, they might try anyway when you are busy somewhere else. A caretaker can never expect a toddler to be reliable or consistent, so he must take all possible precautions while explaining the "becauses" to help the child gain understanding.

On the other hand, one often takes a quiet child for granted, assuming that since he's quiet, caretakers can go about their business without paying much attention. While the active child gets much attention from the adult, the quiet child tends to lack adult attention. The attention must, therefore, be given by the caretaker even when the child is not insisting on it. Some quiet children have less experience in conversation and less active physical experience. Sometimes their needs go unnoticed because they don't raise a fuss about it. If you are dealing with such a child, you may have to compensate by initiating play and conversation yourself.

The following are suggestions about responding to normal behaviors of toddlers to encourage growth of social development.

A. Notes on Appropriate Adult Responses

1. BE PATIENT

As a caretaker you will find that toddler-age children can be very tiring. While the child is beginning to try to do things by himself, he will take five times as long to do it, make ten times the mess, and probably accomplish the task inadequately, whether it's dressing himself, feeding himself, or "helping" you set the table. While it is very frustrating for the adult, it is an essential experience for the child. *Patience* is essential. *Accept* a task less well done than you would like, and let him know you appreciate his efforts. The only way he will gain in skill is by trying, and your acceptance is all he needs to encourage greater efforts.

2. BE THE JUDGE

The caretaker can control, however, just what tasks the child does try. It is critical to make good judgments about what the child is *able* to do so that he will be successful and not frustrated. Tying his own shoes is beyond the toddler's capabilities. If he wishes to help fix dinner, select a job which he can do, such as stirring the pudding. If he wishes to dress himself, choose clothes which are simple--trousers with elastic waistbands and pull-over shirts. When the toddler insists on trying something dangerous to himself, the adult must make the final decision and enforce it. The toddler who crosses the street to visit his friend must be restrained. An explanation should be given, and alternative means of gaining his goal suggested: "If you want to visit your friend, you must come and get me to help you cross the street safely." If the toddler persists in crossing independently, then you must follow up the verbal correction with *action*. You could take him home and say "Because you crossed the street by yourself, you may not play with your friend today. Next time you must come and get me to help you cross safely."

3. ENCOURAGE EXPLORATION

The toddler is highly mobile, and the entire house is his playground. You will not be able to supervise him constantly. Therefore, it is essential to "child proof" all areas accessible to him. Remove breakable things to higher shelves. Place dangerous substances like cleaning fluids and medicines in a locked cabinet. Place knives, scissors, and pins well out of reach. Remember that while you may warn him of dangers, he does not wholly understand the dangers yet and you must take the responsibility until he is much older and wiser.

4. PROXIMITY

Even though the toddler is a natural explorer, he is a sociable and dependent being. Research has demonstrated that children explore more when their chief caretaker is within sight. Knowing the caretaker will protect him allows him to explore without fear. A child whose caretaker is undependable or not present will not explore as willingly as the secure child who trusts his caretaker. Because this is so, the toddler may not like being placed alone in his room to play. He enjoys being within sight of the adult, so bring his playthings into the area of the house where you are working.

5. TALK

During the second year there is a dramatic increase in language abilities in most children. It begins with naming objects. You will find the child constantly asking--"Pan?" or "Spoon?" or "Water?"--asking for you to confirm his knowledge. He then will begin to question "What's this?" and you will find yourself all "talked out." This is, however, a critical language period, and your conversation and response to his questions are essential.

The child is growing in his ability to understand, too, so it is a good idea always to expand your corrective statements or explanations to include a "because." For instance, "We must look up and down the street before we cross because a car might be coming" means more than "Don't cross yet." "I don't want you to cut the potatoes because the knife is very sharp and might cut you", explains more than "No, you can't do that."

It also is helpful to the child to expand his simple sentences into proper sentences; for instance, if the child says, "John go," you might respond, "Yes, John is going." The child eventually will pick up the correct forms.

6. ACCEPT THE NATURAL BEHAVIOR OF THE TODDLER

Young children are self-centered. That does not mean they are selfish but rather that they are not yet capable of understanding someone else's point of view. When an adult hits someone, he knows the other person will hurt. When a toddler hits someone, he only knows he wants something. So the toddler does not share his toys willingly. Even an explanation about why he should share his toys will not change his mind. Rather than expecting him to understand the other child's point of view, the simplest solution is to provide enough toys so that each child can have his "own." If one toy is wanted by two toddlers, then the adult can offer an alternative toy to one and enforce "taking turns." By the time the child is three or so, he will learn that taking turns will get him what he wants. (Further information can be found in section C, part 4 on aggression.)

Children this age do not play together but *beside* each other. While it may seem that the other child is not essential to him, the social nature of human beings makes the occasional presence of another child an important ingredient in the toddler's play. But adult supervision is necessary. Learning to share does not happen without these experiences and the supervision of an understanding adult.

7. BE DEPENDABLE

Separation anxiety still may exist for some children, especially those whose former caretakers were not dependable. The child may fear that when the adult leaves, his needs will not be fulfilled. Some children may even have been left alone for excessive periods of time, and their fears justified. It takes some children a long time to overcome these fears, and the caretaker is the only person who can calm the fears. Always tell the child when you will be leaving, when you will be back, and who will take care of him while you are gone. Then, above all, return when you promised. Some children may wish to be awakened when you return. For the excessively fearful child, this could be necessary.

8. PLAY AND IMITATION

Children are not born knowing how to play. While we assume all children play, we cannot assume they automatically know how. Some toys require learning. If a toddler has an older child to observe, he can learn what to do with toys. But if there are no children nearby, the adult must provide the model. While working around the house, the adult models many activities which the child imitates as "play"--sweeping the floor, stirring with a spoon, folding laundry. But a set of blocks may mean nothing more than something to chew on or to throw. This is not the child's fault. The caretaker should take a few minutes to show the toddler how to stack blocks and to line them up across the floor. A few minutes of your time can give him hours of activity. "Play" must be learned.

B. Guidance Techniques Appropriate for Toddlers

1. DISTRACTION

Distraction is one of the first guidance techniques available to the adult for controlling the child. In infancy, as well as through some of the toddler period, the child's persistence in playing with a particular toy or in trying to obtain a desired object can last as long as the object is in his sight. Because he cannot hold that object in his thoughts very long when it is removed from sight, he can be easily distracted. Therefore, if a young toddler is playing with something you would rather he did not, you can try to offer some other activity in its place. If the child wants to play with your best glass figurines, you might remove them and place a rag doll in front of him. If he wants to climb to the top of the highest slide in the park, you can pick him up and place him on the merry-go-round. This technique can avoid the conflict which results from simply saying "no" to his wishes.

You will find, however, that during the toddler period he becomes very resistant to distraction. In fact, his persistence in centering on a specific goal often wears his caretaker down to the giving-in point; so additional guidance techniques are needed.

2. "NO"

As early as 10 months of age, the child can understand the word "no" if the adult has accompanied it by preventing the child from doing the forbidden activity. By toddler age there will be many things he can be forbidden to do by using this word. It is best to accompany "no" with another meaningful word: "No, hot" or "No, hurt" or "No, break." These words gain meaning through experiences in the home, and the child soon will accept these prohibitions. But other activites, too complex to be understood, also will be forbidden, such as climbing too high, crossing streets, hitting his friend, or disturbing an adult who is trying to listen to the news. Sometimes "no" is not enough to stop the behavior. Distraction can be tried, but the toddler may still persist. It may become necessary to back up your "no" with a more convincing guidance technique--removal.

3. REMOVAL

The toddler's behavior is directed toward experiencing as much of the world as he can. The adult places barriers in his way which he is not capable of understanding. He becomes frustrated. The result of this clash between the child's desires and the adult's desires is often the child's renewed effort to gain his goal through ignoring the adult's "no" and doing it anyway or by crying loudly to wear down the adult's persistence. When it is clear that the toddler will not accept guidance, then it may be necessary to remove him to his room. If you are at the grocery store, then take him to the car; if at the park, take him home, to the car, or to a bench until he calms down. He should be told that "I know you want to do that, but I will not let you because it is not safe. When you are finished crying, you may go back and play with the other toys."

4. IGNORING

Some things the toddler does are irritating but not important enough to go to the trouble of preventing--those behaviors which do not endanger himself or objects or other people. Occasionally the toddler decides he likes dumping his food out onto the table and eating it from there. If it distresses the adult, the toddler may like the reaction he gets. Sometimes it is more important that he eats, even if it is a mess. Then ignoring the mess is the best response, for it gains him no particular attention and keeps mealtime free of conflict. The behavior will disappear, after a time, without conflict.

It's necessary to think through what objectionable behaviors really need to be changed. If you find yourself in constant conflict with the toddler, it may be that you are disciplining too much. This is not good for your disposition or the child's. Think through just which behaviors *must* be prevented. Limit the number so the child does not come to feel that he does nothing right. Too much correction can cause him to feel incapable and insecure and can result in his just giving up.

5. OFFER ALTERNATIVES

Guidance should include not only preventing an incorrect behavior but also offering an alternative behavior to the child. If you ask him to not hit his friend to get a toy, you must suggest an alternative means of getting the toy, for the desire still exists, though you may be able to cause him to suppress it. When you leave the room, he will return to hitting. So when you say "no," also suggest taking turns or trading toys or a different game. It is all right for the child to want something. Socialization just means learning the acceptable ways of getting it, so show him the acceptable behavior.

6. PRAISE, AFFECTION, ACCEPTANCE

When the child learns an appropriate behavior and uses it, the adult should recognize his new behavior by smiling, praising, or giving affection. If the adult gives the most attention to the incorrect behaviors, the child realizes he gets more attention for incorrect behavior. Positive attention for his use of acceptable social behavior will increase the use of these behaviors and should be considered one of the more effective guidance techniques available to the adult. "I like it when you share your things with your friends." "You helped your friend build a tower. That made him happy." Avoid saying "You are a good boy," because when he does something wrong, he then must think of himself as "bad." It is not the child that is bad but the behavior that is not good. His feelings about himself are important, so avoid "bad boy." Instead, praise the behavior--"It's kind to share your toys"; or tell him how his behavior makes you feel--"I feel happy when you help me."

7. CALMNESS AND CONSISTENCY

In applying these guidance techniques, the adult should attempt to remain calm and firm. The child senses this and does not become overly anxious or fearful of correction. The desired effect of the adult's correction is that eventually the child accepts the guidance because it is for his benefit and because he can rely on his parent to make such decisions. If correction is accompanied by adult anger and uncontrolled behavior, the child will fear doing "wrong" things. In addition, the child will learn the angry behavior of the adult and will be more likely to use that behavior in the future.

Consistency in what is acceptable behavior is also a necessary ingredient. The adult must decide which behavior to prevent and consistently react to it. This way the child knows what not to do. If the adult sometimes corrects a behavior and at other times ignores it, the behavior will persist. The child will have no means of sorting out acceptable behaviors from unacceptable ones.

8. SPANKING

There are several things to consider when deciding whether to spank or not to spank. First, some children react with extremely hurt pride and with remorse out of proportion to the crime. These strong emotions are then more serious than the broken rule which caused them. On the other hand, some children respond to physical punishment with anger and defiance, which may cause them to misbehave on purpose. In this case the punishment does not have the effect you intended. When there is a relationship of trust between the child and parent, accidental misbehavior makes the child feel as unhappy as the parent--for instance, when the child breaks something accidentally. In such a case physical punishment has no purpose and accomplishes nothing.

If it seems that a child misbehaves on purpose, it is important to make certain that the child does understand the rule and the reason for the rule. If no rule has been stated, then it is unfair to punish, for the parent first must make his expectations clear. Then if the misbehavior occurs, some firmer guidance is necessary. Remember that if the child trusts the parent and the parent is reasonably fair, the child wants to please the parent. Spanking possibly can create a situation of distrust and fear, which does not encourage cooperation or good behavior. Alternative responses to misbehavior which seems intentional are ignoring, removal, alternatives, having the child sit in a chair for a few minutes, and withdrawal of privileges. All of these methods are appropriate for toddlers.

A second aspect of physical punishment is that parents who were spanked as children usually tend to spank their own children. Children learn from their parents. If you demonstrate that bigger persons can physically punish smaller ones, the child grows up thinking hitting is something that is okay for adults.

It would not be right to say that spanking is never helpful. First, parents, like children, do become frustrated, especially when busy or tired. Spanking a child may release their frustrations, showing the child that parents, too, are human. However, a parent should be aware that such punishment may release her tension but will not encourage better behavior from the child and therefore should be used as seldom as possible.

With toddler-age children spanking may be more appropriate; because toddlers cannot always understand rules, it is difficult for them to remember or to follow a rule. In such cases, especially when their physical safety is concerned, a slap on the hand or a brief spank might be useful.

The important things to remember about spanking are that it usually does not encourage good behavior, it may increase fear and hostility, it should be used as seldom as possible, and it usually is unnecessary if other methods of guidance are used by the caretaker.

C. UNDESIRABLE BEHAVIOR

This is a period of critical interaction between the child and his caretaker. Many new behaviors are being learned which are critically affected by the adult caretaker's interaction with the child. If the caretaker fails to use the positive interaction described in section A, the child may develop certain undesirable behaviors. Some of these possible problems will be described on the following pages. It is important to understand how these behaviors develop since as foster parents, you may not have complete information on the child's previous experiences. Understanding what causes the behaviors usually can lead to a logical means of correcting the problems.

Following are some of the problem behaviors which toddlers may develop and with which you may have to deal.

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* "Her" and "she" are used in this text because usually most of the toddler's time is spent with the female caretaker; however, the suggestions and techniques are equally important for male caretakers.

1. TEMPER TANTRUMS

Even children from stable homes often display temper tantrums. These usually involve kicking, screaming, or even breath holding or hitting his head on the floor. The purpose of the temper tantrum for the child is to cause the adult to do what the child wants. The child has learned that if he yells loud enough or hurts himself, the adult, in order to stop him, will give in to the child's demand. It works especially well in public places like the grocery store where the adult wishes to prevent making a scene. So the child has learned a successful behavior.

If the caretaker wishes to change that behavior, she must see that the behavior is *not* successful. If the adult says "no" to the child's demand and the child begins a temper tantrum, the adult must stick to her decision. Possible effective adult responses should include staying calm--do not lose your temper like the child. If at home, you have a choice of ignoring the behavior and going about your business or of removing the child to his room saying "When you are finished, you may come out." If company is present in your home, removal may be best. If you are in a public place, it may be best to carry the child out to the car and to wait there until he is finished. It is of utmost importance to be firm in your decision and calm in your manner.

If the child is doing something destructive, such as hitting his head or kicking at you, you may need to prevent him physically by holding him and saying "I can't let you hurt yourself (me)." But remain firm in your decision. If the caretaker gives in to the child, the child will be more likely to use the same means again to gain his way.

2. WITHDRAWAL; LACK OF EXPLORATION ACTIVITY

There are several adult behaviors which strongly affect the child's natural tendency to explore. First, the child must trust the adult to be his protector. If a relationship of trust has not been formed by a dependable caretaker through fulfilling the child's basic needs by being consistently available to the child, then the child will be unwilling to leave the side of the caretaker for fear she will get out of range and he will not have his needs met. The child may cling to the caretaker and be uninterested in the world around him. Securing his immediate needs is more important than the exploration. The extreme of this may take the form of total withdrawal, even from the caretaker. To help the child who withdraws or seems to have no desire to explore, the caretaker must very carefully build the trust relationship which is lacking. This means putting an emphasis on giving attention to the child, even when he is not in need; staying with a consistent schedule for meeting his needs for food, affection, and sleep, so that he can come to depend on these things; encouraging exploration by showing affection and verbal approval when he does explore or play on his own initiative; and showing him how to explore and how to manipulate toys in order to encourage activity. Remember that for most children this behavior comes naturally. But if the child's natural desire to be sociable and to explore has been suppressed because of other more immediate needs, these must be met dependably before the child will feel free to step out into the larger world.

Another way in which the adult may affect the child's exploration and sociability is through punishment. Excessive punishment for doing things which irritate the adult caretaker may cause the child to fear "doing" because punishment might follow. In this case the foster parent can gently encourage activity by saying such things as "It's all right to play with the pots and pans here." It may be necessary to suggest certain play activities and to play with the child while he gains an understanding and trust that he will not be punished for "doing." In fact, it may be necessary to avoid any punishment for a time, even though you might punish your own child for the same act. Remember that it is possible that the child has not had consistent experiences by which to learn what is okay and what is not okay. It will take time for him to learn these distinctions, so begin with gentle corrections--"These dishes may break, but here is something you can use."

3. LACK OF SPEECH

By the toddler age the child should be saying words and speaking such simple two or three word sentences as "Daddy go," "My truck," and "Mommy, give candy." However, the child *understands* more complex speech than he is able to speak himself. If the child does not speak at all, it is possible that no adult caretaker has bothered to respond to his attempts. If the infant's speech behavior did not result in attention from the adult, then it was useless to him and given up. It is therefore necessary for the caretaker to begin by responding to every sound--no matter how simple--by smiling. talking in response, or picking the child up. The caretaker must talk frequently to the child during routine activities--talk about the food he's eating, talk about the clothes he's wearing, describe the job you're doing. The child needs to hear speech, and he needs to receive attention when he makes sounds. When he increases his sounds, you then can say simple words and ask him to repeat: when you pour a glass of milk, say "milk" and "Now *you* say 'milk.'" Keep the glass for a few seconds. When he tries to say the word, give him the milk. This way he will learn that his words will get him what he needs. At first you must reward him with attention for any sound, even if it is nothing like "milk." As he gets better wait until the words sound. something like "milk." Do not try to give him words for everything all at once. Pick a few that are important, such as his name, your name, "water," "hungry," and such. Read him simple books with pictures of familiar things, naming the objects and having him point to the right picture. Remember that even though he does not speak, he probably understands much.

If these methods cause no change in the frequency of sounds made by the child, you will need to consider other possible causes: hearing loss or more serious complications requiring professional diagnosis.

4. TAKING OBJECTS FROM OTHERS; HITTING: EXCESSIVE AGGRESSION

One of the important aspects of aggression is that it is a *normal* behavior. The child finds that by taking things away, he gets what he wants; he discovers that by hitting or pushing, he can make others do as he wishes. There are other behaviors which are socially more acceptable for gaining these ends, such as smiling at mommy or asking for what he needs, but they don't always work with either mommy or other children. Aggression does. The problem is his learning to control aggression, and

this is something which the adult must impose on the child for it is an important part of the socialization process. A total lack of aggression, on the other hand, is also a severe social handicap, for the child will not assert himself to gain his needs or wants. What society wishes, then, is a midpoint somewhere between being passive and being aggressive--a set of acceptable behaviors for getting what he wants.

Some children come from homes where the only way to get their needs met was to scream, hit, or just take. What they have learned was necessary there. But when such a child enters a foster home, those aggressive behaviors no longer are acceptable in the social system of the new home. The child must learn a new system of rules. This will take time and the persistence of the new caretaker. As discussed before, temper tantrums are one form of aggressive behavior that the child uses to get his way. Calm, ignoring, non-responding adult

behavior was suggested. But temper tantrums usually cause no physical harm to others. When the child uses hitting in anger to get his way, the adult has two problems--protecting the other child and correcting the aggressive child. In addition, the hitting must *not* gain the aggressive child any prolonged attention from the adult, for in some homes such behavior may have been the only way the child could get any attention--even if it was punishment. The foster parent must give such a child attention when his behavior is *acceptable*, not just when it is unacceptable.

In dealing with specific instances of taking-away behavior or hitting, the adult first should see that the other child is all right; then she should restore the object to its rightful owner and speak to the aggressive child--"I know you want that toy, but John has that toy now. I can't allow you to hurt John. If you want the toy, you can ask him for it by saying 'John, I want a turn with that toy--can I have it next?'" The adult must not simply criticize. In addition to giving the child alternative ways to get what he wants, the adult should give the child the words to use to express his anger when he is frustrated--"I see you are angry with John, but I can't allow you to hurt him. You can say to John, 'I'm mad at you, John; I don't like what you're doing.'"

It is obvious that the caretaker who has an excessively aggressive child must supervise his play with other children and must enter the situation to guide the aggressive child into acceptable social behaviors. She must not only *stop* his aggressive behavior but also offer *alternative* behavior which will gain him the same goal. She also may need to impose a decision on the two children, such as "I know you both want the same toy, and we only have one. We must take turns. John will play with it for five minutes; then it will be your turn for five minutes." The adult then must take the responsibility for watching the time and enforcing the turns. After some time with such help and supervision, the child will begin to suggest taking turns and to ask for what he needs instead of hitting. He should be praised for such behavior. Then the caretaker can begin to leave the child for periods of time, although she should stay within hearing range until she feels sure he is more trustworthy in playing with other children. Remember that all children are aggressive occasionally, and appropriate behavior must be learned through the adult role in the socialization process.

5. EXCESSIVE ANXIETY ABOUT SEPARATION

Separation anxiety shows itself in the crying behavior which occurs when the prime caretaker leaves the infant. It occurs because the infant has associated the caretaker's presence with having his needs met--his needs for food, comfort, and attention. In essence, he is secure when the caretaker is present because he trusts these needs will be met. When the caretaker is absent, crying is the infant's only means of regaining her presence. Infants whose needs have been met usually show anxiety when the mother leaves from the time they are about 10 months of age to 18 months. However, if the infant's caretaker has been undependable--that is, if she has failed to meet his needs even when present--then there may be no separation anxiety. Also, if several caretakers have met the child's needs, the absence of one may not cause him anxiety.

There may or may not have been a secure relationship between the mother and the child who has been taken from his natural parent's home to be placed in foster care. Separation anxiety may not exist at all--the child may have no reaction at all to the mother's presence or absence. This is a cause for concern. It requires the new caretaker to build that relationship by becoming a meaningful person through fulfilling the child's needs consistently enough to develop his trust.

On the other hand, severe separation anxiety may exist far beyond the 18-month age expected and be expressed by exaggerated behavior--screaming and tantrums. Two aspects of this behavior should be considered. First, you can assume that the child probably was having his needs met to some extent by his former caretaker but perhaps not consistently enough. Second, the extreme expression of the anxiety through screaming and tantrums was probably successful in bringing the caretaker to him. If it had not been successful, this behavior would have ceased and been replaced by despair, withdrawal, and apathy. As caretaker, you need to provide the child assurance that his needs will be met: tell him where you are going, why, who will take care of his needs, and when you will be back; then, ignore his display of anxiety, and be sure to return when you promised.

(For extended information on the effects of removing the child from his natural home and placement in the foster home, see section D of this unit. See also "anxiety" and section C, part 2, on withdrawal and lack of exploration activity.)

D. Problems Related to Separation from Natural Parents.

Every child will experience, to some degree, several effects of separation. It is critical that these effects be dealt with immediately by the foster parents so that the effects do not become so extreme that a normal adjustment becomes impossible.

The following descriptions of possible separation problems are specifically pointed at the preschool child.

The initial effect of separation is shock. The way a child shows this shock may differ, depending on the age of the child, the kind of experiences he had in the natural home, and the amount of preparation for the separation he was given by the agency and natural parents. You may look for these symptoms:

1. CALM, UNEMOTIONAL ATTITUDE

The child may seem to be adjusting to the idea of separation with no problems. This is a pretense. The child, when unable to deal with such complex emotions, may "repress" or hide his true emotions for fear that he may be punished or out of a feeling of helplessness.

2. DAYDREAMING

The child may daydream about getting to stay with his natural parents. He may hope that the separation won't really happen if he just ignores it or refuses to think about it. After placement his daydreams may continue to picture the return of his natural parents and the return to his former home.

3. WITHDRAWAL AND LACK OF COMMUNICATION

The child's fears about losing his natural parents and fears of not being loved and taken care of may cause a listlessness. a giving up. It is a kind of despair and bewilderment, resulting from a situation he does not understand and feelings he cannot cope with. In extreme cases, the young child may fear that he will die because of his separation from his parents.

4. GUILT

It can be difficult to see guilt in a child's behavior. He may withdraw and refuse all efforts of foster parents to help in any way. Especially to young children, people seem "good" or "bad." "Bad" things happen to "bad" people. Therefore, he must be "bad" to have caused his parents to go away or to give him away.

5. LACK OF SELF-ESTEEM

The child who thinks his bad behavior caused the separation thinks of himself as a bad person--a person no one can love. But even more serious is the possibility that he will behave in a way to confirm this belief by trying to get himself punished.

6. INTENTIONAL SEEKING OF PUNISHMENT

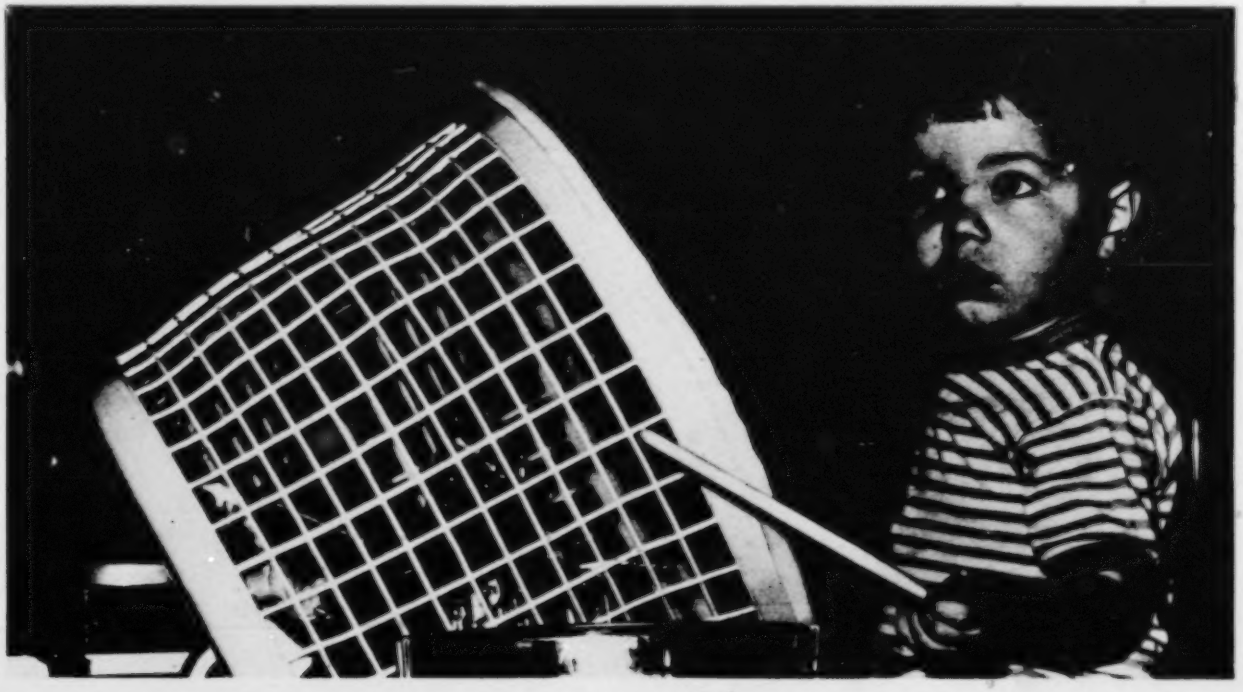
Because in his former home the child may have been punished frequently, the child may associate the security of his natural parents and familiar surroundings with that punishment. Strange as it may seem, punishment is associated with security in some instances. For this reason the foster child intentionally may misbehave in order to cause the foster parents to punish him. He wants to create as much of his former life in the new home as he can. The second possibility for intentionally seeking punishment is to confirm his guilt as the cause of his being placed in a foster home--it is deserved punishment because he was "bad."

7. ACTING OUT AGGRESSION AND ANGER

Intentional seeking of punishment is a need to have the foster parents behave in a predictable way--the way the natural parents behaved--in order to minimize the fears of the unknown situation of the foster home. But aggression and anger also can result from being let down by his natural parents and from the extreme emotions and fears which accompany these experiences. This form of misbehavior is different from intentional acting out. It is a welling up of a complex of problems the child cannot deal with that has its only outlet in aggression. It may take the form of hateful words directed at natural parents or foster parents, or it may take the physical form of destruction of objects.

8. REGRESSION

For very young children the effects of the emotions and fears caused by separation often take the form of regression. That is, the child goes back to using the behaviors of a younger age--behaviors which formerly evoked caretakers to respond to him. Part of this regression is a response to the fear that no one will take care of him. It is not an intentional regression which he can control; it is an emotional response to his present fears and insecurity. Specific instances might be bedwetting, excessive crying, wanting to be held like a baby, wanting to be fed by an adult, crying when left alone, loss of toilet training, and thumb sucking.



What can the foster parent do to help the child deal with separation?

While the child is very young, you will be dealing with someone who is unable to express his emotions. What you will see is the result of the emotions--the withdrawal or anger or aggression or self-hate. It is necessary, therefore, to look under these behaviors and understand the causes for them. These causes are fears and anxieties, which you must relieve as much as possible. This usually will not happen quickly. As foster parents, you may receive a child who has two traumatic experiences to recover from: 1.) a home experience which has failed to provide a consistent, loving environment and 2.) a separation from the only world he knows, regardless of its inadequacies. The child coming from a disorganized home does not know it is not a good home because he has never experienced any other. To him it means security because it is familiar. When he comes into a foster home, the unfamiliar is frightening. The clean bed, the good food, the attempt at kindness and love, all may be frightening because they are not familiar.

Therefore, do not be disappointed if the child does not recognize and respond to your initial efforts to offer care and concern. For a period of time you must give the care and love, regardless of the child's reaction to it. Remember, he has been rejected once and fears he will be rejected again. All his behavior may be attempts to make you reject him. The only way you can reassure the child that the rejection will not happen again is to continue to give care and love in spite of these behaviors.

Obviously, this is not the time to try to change the child's behaviors by punishment. Punishment is rejection. The best response to unacceptable behaviors at this time is a verbal response: "I'm sorry you broke the dish. Maybe you're not hungry now. You can eat later if you want," or "You hit Tommy. It hurt him. Maybe you would rather play alone now." You must make allowances for his feelings at this time rather than react to his behavior. This will be difficult, because aggression, distructiveness, and rudeness are not behaviors you wish to put up with. The child first must come to trust that you will not reject him because of what he does and that you will not hurt him because of what he does. He must come to know that you will take care of him regardless of what he does and that you will love him regardless of what he does. When this trust is achieved, then guidance techniques can be used to correct undesirable behaviors which still exist. Be patient until then.

DISCUSSION MATERIALS

A. Suggestions to the Instructor

1. Without giving your answers, allow foster parents to comment. (If their comments are not accepted, they may not volunteer to participate in the discussion.)
2. Ask for further suggestions or comments from the others--"Does anyone else have an idea?"
3. If more information needs to be drawn out, ask "Why do you think this is necessary?" or "Why do you think the child did that?"
4. Discuss all posible answers given for each question. It is just as important for the foster parents to know wrong responses as to know which are right.
5. Discuss why a response is "wrong"--do not be satisfied with simply a correct answer.
6. Do not give these questions to foster parents to do on their own. Often answers are complex, and the most learning will occur when all aspects are considered under the guidance of the instructor.
7. Present one question at a time so foster parents will focus on it. An opaque projector will allow you to conceal all questions except the one being discussed. This is preferable to handing out a copy of all questions, because there is a tendency for persons to look ahead, thereby missing some of the discussion.
8. After each of the discussion question blanks which follow, is an instructor's guide to the appropriate answers for the preceding questions.

B. DISCUSSION QUESTIONS -- NORMAL TODDLER BEHAVIORS AND APPROPRIATE ADULT RESPONSES

CHECK YOUR UNDERSTANDING

Below are listed several areas of development. For each area check the descriptions which most closely describe the *normal* toddler's level of development and the adult's appropriate responses. (More than one may be checked. Check *all* appropriate descriptions.)

1. Language
   a. Speaking
      _____1) He is not yet talking.
      _____2) He speaks single words like "cat," "mommy," and such.
      _____3) He speaks short two or three word sentences.
      _____4) He speaks complete English sentences.

   b. Understanding language
      _____1) He understands nothing.
      _____2) He understands only the words he speaks.
      _____3) He understands more than he can speak.
      _____4) He understands everything you say to him.

   c. Learning language.
      _____1) He learns automatically, whether you speak to him or not.
      _____2) He imitates your speech, word for word.
      _____3) He imitates words important to him.
      _____4) He needs adults to respond to his sounds by smiling, talking, and being affectionate.

2. Dependence/Independence
   a. Independence
      _____1) The toddler depends on the adult for most of his needs.
      _____2) He only tries things he easily can do.
      _____3) He doesn't need an adult any more.
      _____4) He is likely to try dangerous things.
      _____5) He wants to try things on his own.

   b. Dependence
      _____1) He is able to cross the street alone.
      _____2) He is able to tie his shoes.
      _____3) He is able to play alone with friends.
      _____4) He is afraid to try dangerous things.
      _____5) He gets frustrated when he is unable to do things by himself.
      _____6) He is able to decide what he is capable of doing.
      _____7) He doesn't need adult companionship.

   c. The adult should
      _____1) always step in and help.
      _____2) stay nearby because the child may need his/her protection.
      _____3) never help, because the child is learning to do things by himself.
      _____4) give the child difficult toys to keep him busy.
      _____5) select toys which do not frustrate the child.

3. Exploration

a. The child

_____1) is afraid to go anywhere without an adult.
_____2) only explores if the adult shows him how.
_____3) is a natural explorer.
_____4) is not always aware of dangers when he explores.
_____5) explores more when the adult is near.

b. The adult

_____1) must assume complete responsibility for the toddler's safety when he explores.
_____2) should leave the toddler alone to do his exploring.
_____3) is not important to the toddler, since exploring is a natural behavior.
_____4) gives the child the confidence and security necessary to his exploration.

4. Play

a. Toddlers

_____1) usually play alone.
_____2) like to play cooperatively with other children.
_____3) play beside other children rather than with them.
_____4) don't understand sharing their toys.
_____5) take what they want from other children without asking.
_____6) understand that hitting hurts other people.
_____7) know how to "play" with toys.
_____8) like to play in their own rooms without an adult around.
_____9) know the difference between "toys" and other objects in the house.

b. The adult should

_____1) always play with children.
_____2) take time to show toddlers how to play with their toys.
_____3) not interfere with toddlers who are arguing, hitting.
_____4) allow the child to pick any toys which appeal to him.
_____5) select toys which are simple enough for the toddler.
_____6) supervise toddlers when they are with other children.
_____7) allow the child to make decisions about his own safety while playing.
_____8) make the child play in his own room.

C. Instructor's Discussion Guide to Normal Toddler Behaviors and Appropriate Adult Responses

1. Language
   a. Speaking
      1) If a child is not yet talking by 18 months, this is *possibly* a problem which should be attended to. See Instructor's Information, part C - 3 on behaviors that are undesirable.
      2) This is the *normal*, expected level of language development for a toddler.
      3) This also is the normal, expected language development.
      4) This is too much to expect of the toddler.

   b. Understanding language
      3) This is the correct response. (See Instructor's Information, part A - 5, for further information.)

   c. Learning language
      1) The infant babbles without hearing speech, but that *stops* if he has no response from adults or hears no adult speech.
      2) He only imitates simple words and sentences and often omits words like "the" and "is" or words which he doesn't understand, and he shortens sentences to a length he can use.
      3) True
      4) True

2. Dependence/Independence
   a. Independence
      1) True
      2) No--he often tries things too hard for himself and becomes frustrated.
      3) This is false. He is still very dependent.
      4) True
      5) This is true sometimes. Other times he will insist that you do it for him, because he wants to be reassured that he can count on you.

   b. Dependence
      1) False--he is not wholly aware of such dangers and not capable of being aware even though you explain to him.
      2) Physically, this is not likely for at least a few more years.
      3) No--he still needs supervision and guidance toward appropriate social behaviors.
      4) Some children are; some are not at all afraid.
      5) True
      6) No--the adult still must make such decisions.
      7 This is false. He needs close adult contacts throughout the day.

   c. The adult should
      1) No--allow him to try things on his own. Make decisions concerning when help is absolutely necessary to prevent extreme frustration.
      2) This is true, especially on play grounds and places where dangers are numerous.
      3) Help is necessary for many things. Extreme frustration could lead to extreme crying or temper tantrums and could be the cause for insecurity. It is good that he trusts you to help--when he is not able.
      4) Difficult toys cause unnecessary frustration. Select toys within his capabilities.
      5) Yes

3. Exploration
   a. The child
      1) Children often wander away on their own in their desire to explore.
      2) No--most children explore spontaneously, but an adult can show new ways of exploring, which extend the child's exploration.
      3) Yes
      4) True
      5) True--he depends on the adult for protection and is therefore free to explore without fear of being left without help or without his needs being met.

   b. The adult
      1) Yes
      2) No--toddlers don't understand possible dangers.
      3) False (See part a, answer 5).
      4) True

4. Play
   a. Toddlers
      1) They do play beside their friends, but alone.
      2) True cooperation is a difficult social relationship and should not be expected until three or four years.
      3) True
      4) True--but an adult can begin to show them how to share.
      5) Yes
      6) No--they only know they are angry or frustrated.
      7) No--often adults need to show how to use toys.
      8) No--they are sociable and dependent on the security of an adult's presence.
      9) No--this distinction must be learned by adult guidance.

   b. The adult should
      1) Sometimes they should but not always.
      2) Yes
      3) No--the adult is responsible for teaching appropriate social behaviors. The adult should prevent such behavior and offer alternative means for getting what the child wants. (See discussion in Instructor's Information on problem behaviors and guidance techniques).
      4) Some appealing toys are too difficult or dangerous or breakable. Adults should make these decisions.
      5) Yes
      6) Yes
      7) The adult must take full responsibility because the toddler is not capable of such decisions.
      8) (See part a, answer 8, above.) No--for brief periods this is all right, however.

Section IV

D. DISCUSSION QUESTIONS -- GUIDANCE TECHNIQUES FOR TODDLERS

CHECK YOUR UNDERSTANDING

Choose an appropriate guidance response to the situations described here. (In some cases more than one of the answers may be appropriate. Check *all* possible appropriate responses.)

1. A toddler eating lunch dumps his peas on the floor and smiles at you.
   _____a. Scold him and give him another dish of peas.
   _____b. Ignore him.
   _____c. Give him something else to eat in place of the peas.

2. A toddler insists on keeping a candy bar he has picked up while you are shopping.
   _____a. Take it away and put it on the shelf.
   _____b. Buy it for him to avoid an argument in the store.
   _____c. Slap his hand and say "no."
   _____d. Tell him to put it back on the shelf because it doesn't belong to him.

3. A toddler hits his friend because the friend took a toy away from him.
   _____a. Ignore it because the other child was wrong.
   _____b. Step in and give the toy back to its original owner.
   _____c. Tell him hitting people hurts them.
   _____d. Suggest taking turns.
   _____e. Send him to his room.

4. Your toddler has been playing in the living room. You hear a crash. He has broken a vase of flowers.
   _____a. Scold him and send him to his room.
   _____b. Smile and clean up the mess.
   _____c. Explain that glass breaks and that he should not play with it.
   _____d. Have him clean up the mess.

5. Your toddler was just put to bed. He is screaming a lot. You check to see if something is wrong. Everything seems okay, but he still is screaming.
   _____a. Stay with him until he falls asleep.
   _____b. Maybe he's not tired. Let him get up for a half hour and try again.
   _____c. Ignore him.
   _____d. Go back in to see if he's okay again.

6. Your toddler is playing with a friend. He keeps pulling her hair, and she cries. You tell him it hurts her and that he must not hurt her. He persist in pulling her hair.
   _____a. Ignore him; he just wants your attention.
   _____b. Tell him again that it hurts her.
   _____c. Pull his hair to show him how it feels.
   _____d. Take him to his room and tell him he can play with her when he can stop pulling her hair.

7. Your toddler keeps climbing on your lap and playing with your glasses while you're trying to talk with a visitor.
   _____a. Ignore him.
   _____b. Send him to his room for disturbing you.
   _____c. Find something else for him to do; he's bored.
   _____d. He wants your attention. Stop talking to your friend and play with the toddler.
   _____e. Promise him you'll play with him in a half hour, but tell him that right now you're busy.

8. Your toddler has a new puzzle. He keeps throwing the pieces off the table.
   _____a. The puzzle is too hard for him; put it away until he's older.
   _____b. Ignore him.
   _____c. He has never put a puzzle together before; stop and take time to show him how.
   _____d. Tell him he must go to his room if he doesn't stop throwing the puzzle on the floor.

9. Your toddler is playing with a friend. He refuses to share his sand toys.
   _____a. Ignore him. It's normal for a toddler to refuse to share.
   _____b. Get more toys so the other child has some too.
   _____c. Suggest taking turns; then leave them alone.
   _____d. Supervise and enforce taking turns.

10. Your toddler has been talking and asking questions all day. You're exhausted. He comes and sits on your lap while you are resting.
   _____a. Send him to his room for disturbing you.
   _____b. Explain that you are tired and need to rest by yourself for a little while.
   _____c. Respond to his needs and questions; it is important for his development.
   _____d. Tell him he talks too much.

11. Your toddler is trying to put together a train track. He is becoming frustrated and asks you to do it for him.
   _____a. He needs to learn how to do it; tell him to keep trying.
   _____b. It is too difficult for him. Do it for him.
   _____c. Work with him.
   _____d. Tell him it is too hard for him and put the train away until he's older.

12. Your toddler is getting dressed by himself. You are in a hurry to go shopping.
   _____a. You should tell him to hurry because you're ready to go.
   _____b. You should dress him yourself.
   _____c. You should tell him that he is too slow to dress himself and that you will help him.
   _____d. You should be patient and be a little late.
   _____e. You should dress him because he's too young to be expected to do this correctly.

Section IV E. Instructor's Discussion Guide for Questions on Guidance Techniques for Toddlers

1. Dumped peas
   a. No--because your scolding accompanies giving him attention and more peas, it probably will not cause him to stop this behavior.
   b. This is a possibliity, because the child loses what is dropped and does not gain attention by his act.
   c. If you are convinced he is doing this because he really dislikes peas, you might try a different vegetable for the next meal and see if the behavior stops. If it doesn't, then perhaps he is just seeking attention, and you should try ignoring the behavior.

2. Keeping candy he picked up
   a. Yes--but do not do this in anger, just firmly.
   b. Don't buy the candy unless you intend to allow him to do this always. The child will learn that you give in in order to avoid his reaction to your "no." Causing a disturbance once or twice is better than allowing him to learn bad habits.
   c. Usually a firm, calm "no" is sufficient.
   d. Yes, you might encourage him to return the candy bar; if he refuses you can then do as suggested in answer a.

3. Hitting because friend took toy
   a. No--your role as adult is to teach correct responses. Hitting is not a correct response, even if the other child is wrong. You need to intervene to show an appropriate behavior and then enforce it.
   b. Yes, you could return the toy, or you might ask the other child to return it and show him how to ask for a turn. Then show your child how to say "No, that's mine." Both children need some help in this situation.
   c. Yes, you can tell him hitting hurts, but you also must see that the behaviors are corrected.
   d. Words alone don't show him the right way to behave.
   e. This is not necessary unless the child repeatedly hits, in spite of corrections by the adult.

4. Broken vase
   a. The incident probably was an accident. If you are sure that the child is old enough to understand and that you have warned him before that the vase might break and is not a toy, then sending him to his room is appropriate. If no warning has been given, show your disappointment, but understand that a toddler often acts in curiousity rather than with bad intentions.
   b. You don't have to smile if you're unhappy. Feel free to let him know your feelings. Then clean up the mess.
   c. Yes, if you have not given this warning before or he did not realize the vase was "glass," talk to him about it.
   d. No--he's not old enough to pick up broken glass safely.

5. Screaming at bedtime
   a. Don't stay till he falls asleep unless you want to spend every evening in his bedroom.
   b. Unless you are willing to allow your child to make such a decision every night, don't do this. A child this age is not capable of making such judgment. Stick to your decision unless there are such unusual circumstances as his having a long afternoon nap so he's really not sleepy or its having been such an exciting day that he is unable to calm down and needs a period of quiet play to wind down.
   c. If you decide there is no good reason he shouldn't be sleepy and no reason he is distressed, then calmly but firmly say "goodnight" and ignore further screaming.
   d. No--if you go in every time he screams to check, he has learned a good way to control you and will continue to do so.

6. Pulling a friend's hair
   a. No--when his acts are causing harm to someone, you must prevent them.
   b. If you already have done so, then the words don't mean anything to him; you need to back up your words with actions. (See answer d.)
   c. No--it simply shows him you can pull his hair because you're bigger and stronger.
   d. Yes--it both prevents his harming another child and adds real meaning to your words which he can understand.

7. Playing with your glasses while you attempt conversation
   a. No--it's a little difficult to carry on a conversation while the child is between you and your visitor. You don't have to put up with such a distraction.
   b. No--he's not being "bad." First, decide why he's playing with your glasses at this time. Does he want your attention? Is he bored? Is he simply playing?
   c. This is a possibility. Give him an alternative activity.
   d. No--he may want your attention, but you do not always have to give it to him when he wants it. He must learn that other people have rights, too.
   e. Yes--if attention is what you think he wants, let him know you will give him that attention. Then keep your promise.
8. Throwing puzzle pieces on the floor.
   a. Consider the possibility or see answers b,c, and d.
   b. This is possible, but if you have time, try answer c.
   c. Yes--he may not know what to do with the puzzle.
   d. This would not solve the problem of why he's throwing it on the floor. It may prevent him, but it won't teach him anything about the puzzle.

9. Refusing to share
   a. While it is normal to refuse to share, the toddler can begin to learn to share through the guidance of an adult. If you allow him always to refuse to share, he may not learn how to share until some older and stronger child comes along and teaches him the hard way. As an adult, you can teach him a positive social attitude toward sharing with friends.
   b. If you think your toddler is still too young to understand your guidance efforts toward sharing, you may simply provide separate toys for each child. Keep in mind the discussion for answer a, however.
   c. Suggest taking turns, yes. But don't leave them alone. Toddlers are too young to understand and accept guidance given only once, then not followed up.
   d. Yes--if you are trying to encourage sharing, this is necessary.

10. He's worn you out and comes to sit on your lap
   a. No--don't send him; because under other circumstances, you would enjoy his company. He is not behaving badly.
   b. Yes, this is okay, because the toddler must learn that other people have needs, too.
   c. No--you are not obligated always to serve his needs. You have needs, too. But do not blame the child for not understanding your needs. He will learn by observing you and others in the family and from those distressing times when his needs don't come first.
   d. Don't tell him he talks too much--at other times you would enjoy his conversation. Realize that your response is because of your tiredness, not because of his talking.

11. Putting the train together
   a. Some positive encouragement may help, but if he has been trying for some time and obviously cannot put it together, you should not try to make him feel you expect him to do it anyway, because he will feel inadequate and unhappy with himself.
   b. Even though it may be too difficult for him, it is best only to offer help. If you take over the job completely, he may give up easily in the future because he knows you will do it for him.
   c. Yes
   d. If the operation of the train requires your constant participation, it very likely is too complicated for him.
12. Dressing slowly
   a. Hurrying a child who is trying to accomplish a task by himself often results in frustration. If you possibly can be patient and a few minutes late, then wait. If it is necessary to hurry, then tell him that because you must be there, you will help him this time. In addition, tell him something like "It is very hard to button, isn't it; you do it very well." Then he will not feel he is incapable.
   b. Only dress him yourself if it is necessary, and then be sure to make comments as described in answer a.
   c. No, do not refer to his slowness.
   d. If possible, being patient is best.
   e. No--when a child begins to try to do these rountines by himself, he should be encouraged, and the adult must allow for a less "correct" job.

Section IV

F. DISCUSSION QUESTIONS - PROBLEM BEHAVIORS

Check Your Understanding

There are several inappropriate toddler social behaviors which result from some lack of appropriate adult guidance. Select the adult responses among those suggested below which you think are needed to help the toddler learn more appropriate social responses.

1. Your toddler screams and cries when a baby sitter comes and you are preparing to leave for the evening.
   _____a. Take time to talk to him about where you're going and when you'll be back; then ignore his cries and leave.
   _____b. Stay with him until he calms down and stops crying.
   _____c. Tell him you will stay away longer unless he stops crying.
   _____d. Don't tell him you're going to leave. Wait until he's busy somewhere else; then leave quietly without his knowing so he won't get upset.

2. Your toddler spends much of the day sitting quietly, playing little, and holding his favorite blanket. He is very well-behaved and doesn't get into things he shouldn't.
   _____a. Praise him for his good behavior.
   _____b. Leave him alone; he will be fine.
   _____c. He is too withdrawn; encourage play by playing with him and talking to him.
   _____d. Tell him to play as the other children do.
   _____e. Perhaps he was punished for some kinds of play; avoid punishing wrong behaviors for awhile.

3. Your toddler pulls books off the shelves every day, even though you've asked him to not play with them. He also tears up your magazines and draws with crayons on the wall, even though you've scolded him for it. In other words, he seems excessively destructive and resistant to your corrections.
   _____a. Verbal corrections are not enough to change some behaviors. Remove him to his room.
   _____b. Repeat your corrections until he understands your words.
   _____c. His former discipline was inconsistent; say "no" and remove him every time he does the wrong behavior.
   _____d. He's seeking negative attention; give him more attention at times when he is behaving properly.
   _____e. Ignore his behavior; his former caretakers probably were too punishing.

4. Your toddler has not spoken since he came to you. He smiles. He seems to understand because he does what you ask. He can cry. He can make sounds which are not words.
   _____a. He obviously is deaf; take him to a physician.
   _____b. Encourage his speech by witholding his food until he speaks.
   _____c. Only talk to him when he talks to you.
   _____d. Speak frequently to him; he can understand you.
   _____e. Give him attention and affection when he makes any sound.

5. Your toddler hits his companions to get what he wants. He also hits you and kicks you when you say "no" to his wishes. He even hits when there seems to be no reason.

_____a. Perhaps he got attention by such behavior in his former home; ignore him.

_____b. He got attention for his behavior in his former home; remove him when he hits.

_____c. He doesn't know how to get what he wants; tell him an appropriate behavior for getting what he wants.

_____d. Don't invite other children over to play.

_____e. Hit him back; if he feels how it hurts, he'll stop.

6. Your toddler wants to cross the street to play with a friend. You tell him "No, it's too dangerous; we'll go together after I finish the dishes." He insists on going now and lies down on the floor and kicks and screams, "You have to take me now."

_____a. He is endangering himself; stop what you are doing and go with him.

_____b. The noise is very distressing to you. Tell him to go on by himself.

_____c. Remove him to his room and tell him he can come out when he's finished.

_____d. Stop doing the dishes and play with him to distract him.

G. Instructor's Discussion Guide for Questions on Problem Behaviors

1. a. This is a correct response.
   b. No--this will make his crying behavior more likely to be used again because it succeeded in getting you to stay.
   c. Threats are not effective, and punishment is not necessary for changing the crying behavior.
   d. No--he will become so fearful of your leaving that he'll cling to you constantly, afraid to let you out of his sight because you might disappear.

2. a. Be careful not to equate "good" behavior with any behavior that doesn't disturb you. This behavior is not "good" for the child if it is excessive.
   b. No--the child has withdrawn for some reason. You must try to discover why and guide him toward more interaction, exploration, and activity.
   c. Yes
   d. Just telling him will not help. He needs adult guidance and encouragement.
   e. This is a possibility.

3. a. This is a possible means of correcting his behavior.
   b. No--words lose their meaning unless followed by some action.
   c. Yes, firmness and consistency are essential for effective guidance.
   d. This is a possibility. Be sure to give him attention for proper behaviors.
   e. No--he needs guidance toward an alternative behavior for meeting his needs and guidance (removal) to prevent his behaving improperly.

4. a. Probably he can hear, because he does what you ask.
   b. This is too drastic. Speech is acquired slowly, not all at once. Punishment for not speaking will not be helpful.
   c. No--he needs to hear you speak, even if he doesn't respond.
   d. Yes
   e. Yes

5. a. No--his behavior needs correction. He should not be allowed to hurt others, so "ignoring" is not a good response.
   b. Yes
   c. Yes
   d. Do invite other children to play, but supervise and do as suggested in answers b and c when the hitting occurs.
   e. No--if an adult hits, the child learns that hitting is okay if you're big enough to get away with it.

6. a. No--if you allow him to force you by a temper tantrum, he will continue to use temper tantrums to make you do as he pleases.
   b. Possibly the noise is distressing, but you should not give in when his safety is concerned.
   c. Removal is a possible solution, or if you can tolerate the noise, let him have his temper tantrum beside you and ignore it by continuing the dishes.
   d. No--his desire to cross the street is okay. You don't need to change that. It is the way he wants to meet that desire that must be changed. You should not reward him with attention (playing with him) but should tell him how and when he can get across the street; then stick to your decision.

Section V

BIBLIOGRAPHY

A. Where to Locate Resources

Following are listed books and films useful to adults concerned about the development of children. Building a complete library of useful information would be extremely expensive. So, if you are interested in obtaining the materials, consider the following sources:

Many public libraries have a free service for films and filmstrips; ask your librarian. In addition, many state public health departments have a free film service. Write for their catalog. (In Kansas, films are available free from the Kansas Department of Health and Environment.)

The public library is the best source for books. If a book interests you but you cannot get it at your public library or from a local bookstore, you should be able to get your librarian to supply you with the address of the book's publisher and its cost.

B. Films

Those labeled K.D.H.E. are available in Kansas free from from Kansas Department of Health and Environment.

Abby's First Two Years: A Backward Look. 30 minutes. b/w. New York University Film Library.

Shows physical and behavioral changes during the first two years

Answering the Child's Why. 14 minutes. b/w. Encyclopedia Britannica Corporation. 1951.

Shows effects of both positive and negative responses to child's questions

Children's Emotions. 22 minutes. b/w. McGraw-Hill Textfilms. 1950. (K.D.H.E.)

Shows major emotions of childhood--fear, jealousy, curiosity

Children's Fantasies. 21 minutes. b/w. McGraw-Hill Textfilms. 1960.

Explains how fantasies develop and affect the child

Frightened Child. 19 minutes. b/w. International Film Bureau. 1957. (K.D.H.E.).

Foster child deals with problems with help of foster home and social worker.

Shyness. 23 minutes. b/w. McGraw-Hill Textfilms. 1953. (K.D.H.E.).

Studies three children to determine cause of shyness

Social Development. 16 minutes. b/w. McGraw-Hill Textfilms. 1950. (K.D.H.E.)

Children's social behavior at various ages and effects of guidance and understanding are shown

Teach a Child to Talk. 16 minutes. color. 1963. (K.D.H.E.)

Parent-child relationships which lead to the child's learning to talk are shown.

Terrible Two's and Trusting Three's. 21 minutes. b/w. McGraw-Films Textfilms. 1951. (K.D.H.E.)

Shows normal behavior of two- and three-year-olds

Understanding Children's Play. 12 minutes. b/w. New York University Film Library. 1948. (K.D.H.E.)

Shows how adults can understand and help children's play

What Are Little Children Made Of? color. Parent's Magazine Films.

Shows common behavior patterns in children

When Should Grownups Help? 14 minutes. New York University Film Library. 1951. (K.D.H.E.)

Stresses that adult must decide when to give and not to give help--viewers decide

When Should Grownups Stop Fights? 15 minutes. b/w. New York University Film Library. 1951. (K.D.H.E.)

Shows nursery school situations; allows viewers to decide when to interfere

Yes Is a Growing Word. 15 minutes. color. 1972.

Parents affect the child's self-concept by their responses.

Your Children's Play. 21 minutes. McGraw-Hill Textfilms. 1952. (K.D.H.E.)

Shows children learning by playing, and shows ways adults can aid child development or hinder it by unwise interference

C. Filmstrips

Those labeled K.D.H.E. are available free in Kansas from Kansas Department of Health and Environment.

Child Care and Development. (8 strips, cassettes.) McGraw-Hill Textfilms.

Emphasizes parent's contribution to the child's development

Series 1:
1. "Caring for Young Children"
2. "Food Needs"
3. "Clothing Needs"
4. "Children's Play"

Series 2:
1. "Influences on Children"
2. "Anxieties of Children"
3. "Discipline and Punishment"
4. "Intellectual Development"

Child Development Series. (K.D.H.E.)

1. "Children's Emotions"
2. "Principles of Development"
3. "Social Development"

Child Training. (A series.) International Film Bureau, 3325 South Michigan Ave., Chicago, Ill. 60604. 1965.

"Destructiveness"
"Fear"
"Shyness"

Everyday Problems of Young Children. Parent's Magazine Films, 52 Vanderbilt Ave., New York, N.Y. 10017. 1974.

1. "When Children Disobey"
2. "When Children Are Aggressive"
3. "When Children Do Worrisome Things"
4. "When Children Are Afraid"
5. "When Children Begin School"

The First 18 Months: From Infant to Toddler. (5 strips plus record, discussion guide, booklet.) Parent's Magazine, 52 Vanderbilt Ave., New York, N.Y. 10017. 1974.

1. "The New Arrival"
2. "Discovering the World"
3. "Making Friends with the Family"
4. "First Steps, First Words"
5. "A Time for Adventure"

How an Average Child Behaves - Ages 1 through 5. Parent's Magazine. 1968. (K.D.H.E.)

1. "How the Average One-Year-Old Child Behaves"
2. "What to Expect of a Two-Year-Old"
3. "Introducing the Three-Year-Old"
4. "Pictorial Guide to the Four-Year-Old"
5. "Portrait of a Five-Year-Old"

How to Listen to Your Child and How to Get Your Child to Listen to You. (record, script.) 4 minutes. American Education Week: NEA Publisher.

Shows techniques of listening and getting attention

Understanding Early Childhood - Ages 1 through 6. (4 strips and record and discussion guide.) Parent's Magazine, 52 Vanderbilt Ave., New York, N.Y. 10017. 1974.

1. "The Child's Relationship with the Family"
2. "The Child's Point of View"
3. "Preparing the Child for Learning"
4. "The Development of Feelings in Children"

D. Books for Foster Parents on Toddlers

Child Welfare League of America. *Foster Family Care for Emotionally Disturbed Children.*

Order from the Child Welfare League, 67 Irving Place, New York, N.Y. 10003.

Dodson, Fitzhugh. *How to Parent.* New York: New American Library, 1971.

Paperback

Felker, Evelyn H. *Foster Parenting Young Children: Guidelines from a Foster Parent.*

Order from Child Welfare League of America, 67 Irving Place, New York, N.Y. 10003.

Ginott, Haim G. *Between Parent and Child.* New York: Macmillan Co., 1967.

Paperback

Gordon, Ira J. *Child Learning through Child Play.* New York: St. Martin's Press, Inc., 1970.

_____, *P.E.T.: Parent Effectiveness Training.* New York: Peter H. Wydea, 1970.

_____, and J. Ronald Lally, *Intellectual Stimulation for Infants and Toddlers.* 1967.

A book of games and toys to make and do with infants and toddlers. Order from The Institute for the Development of Human Resources, College of Education, University of Florida, Gainesville, Fla.

Hikel, Virginia. "Fostering a Disturbed Child," *On Fostering.* New York: Child Welfare League of America, 1972.

67 Irving Place, New York, N.Y. 10003

_____. "Fostering a Troubled Child," *On Fostering.* New York: Child Welfare League of America. 1972.

Hymes, James L. *Enjoy Your Child Ages 1,2,3.* Publication no. 141. New York: Public Affairs Committee, Inc., 1969.

Littner, Ner. *The Importance of the Natural Parents to the Child in Placement.*

Order from U.S. Department of Health, Education and Welfare, Office of Child Development, P.O. Box 1182, Washington, D.C. 20013, Publication no. 73-27.

_____. *Some Traumatic Effects of Separation and Placement.* New York: Child Welfare League of America.

League address is 67 Irving Place, New York, N.Y. 10003.

Mayer, Greta, and Mary Hoover. *When Children Need Special Help with Emotional Problems.*

Booklet describing potential problems needing outside help and sources of outside help. Order from Child Study Press, Child Study Association of America, 50 Madison Ave., New York, N.Y. 10010

Moss, Sidney. "How Children Feel about Being Placed Away from Home," *Children.* Vol. XIII, July 1966, pp. 153-57.

Reistroffer, Mary. *The Foster Child's Three Sets of Parents.* Milwaukee: University of Wisconsin Extension.

_____. *A Manual for Foster Parents.* New York: Child Welfare League of America, 1971.

League address is 67 Irving Place, New York, N.Y. 10003

_____, and Helen McVey. *Parental Survival and the Hyperactive Child.* Madison: University of Wisconsin Extension. 1972.

Ridenour, Nina, and Israel Johnson. *Some Special Problems of Children Ages Two to Five Years.*

Order from Child Study Association of America, Inc., 50 Madison Ave., New York, N.Y. 10010.

Salk, L. and E. Kramer. *How to Raise a Human Being: A Parent's Guide to Emotional Health from Infancy through Adolescence.* Random House, 1969.

Spock, Benjamin. *Baby and Child Care.* Pocket Books, Inc., 1957.

Paperback

Talbot, Walter D, and Vaughn L. Hall. *Parents and the Developing Child: Guidebook.*

Good overview of child development and parenting. Order from Utah State Board of Education, Division of Adult Education and Training, 1400 University Club Building, 136 East South Temple, Salt Lake City, Utah 84111.

E. Free or Inexpensive Pamphlets

1. The following pamphlets can be obtained free for Kansas residents from the Kansas Department of Health and Environment, Health Education Services, Forbes Air Force Base, Building No. 740, Topeka, Ks. 66620. If you live in another state, check your state department of public health for similar services and resources.

Child Care

"Behavior--The Unspoken Language of Children"
"Your Child from 1 to 6"

Child Training Series

"Baby Talk"
"Bed-Wetting"
"Building Self-Confidence"
"Destructiveness"
"Discipline"
"Fear"
"Jealousy"
"Lying and Stealing"
"Nervous Habits"
"Obedience"
"Play and Playmates"
"Preparing Your Child for School"
"Sex"
"Shyness"
"Shaping Habits"
"Stuttering"
"Temper"
"Thumb Sucking"

Ross Laboratories' Series

"The Phenomena of Early Development"
"Your Baby Becomes a Toddler"
"Your Child and Sleep Problems"
"Your Child and Discipline"
"Your Child's Fears"
"When Your Child is Contrary"
"When Your Child Is Unruly"

2 Children's Bureau Publications, available from U.S. Government Printing Office, Washington, D.C. 20402.

No. 8 "Infant Care." $.20.
No. 30 "Your Child from 1 to 6." $.20.
No. 324 "Your Child from 6 to 12." $.55.
No. 384 "Your Children and Their Gangs." $.20.
No. 337 "A Healthy Personality for Your Child." $.20.
No. 400 "Your Baby's First Year." $.30.
No. 413 "Your Child from 1 to 3." $.20.
No. 446 "Your Child from 3 to 4." $.30.

3. "How to Help Your Child Learn Through Play"

Scholastic Book Service, 5675 Sunol Boulevard, Pleasanton, California. 94566. #.50

Written for parents showing how to use everyday things like buttons and kitchen utensils to stimulate children to learn.

4. "Play and Your Child's Development"

Order booklet C-328 from Cooperative Extension Service, Kansas State University, Manhattan, Ks. 66506

Shows appropriate toys and games for children and adolescents